

KS5: Student-friendly overview

Exam Syllabus	Board/ OCR			
Term	Year 12 Topics		Year 13 Topics	
Autumn 1	African Kingdoms: Songhay	Alfred and the making of England: the Vikings and the creation of England.	Russia and its Rulers, 1855-1964	Coursework
Autumn 2	African Kingdoms: Kongo	Alfred and the making of England: Alfred's "Renaissance" and King Edward	Russia and its Rulers, 1855-1964	Coursework
Spring 1	African Kingdoms: Oyo and Dahomey	Alfred and the making of England: Athelstan	Russia and its Rulers, 1855-1964	Coursework
Spring 2	African Kingdoms: Benin	Alfred and the making of England: Athelred	Revision	
Summer 1	Russia and its Rulers, 1855-1964	Coursework	Revision	
Summer 2	Russia and its Rulers, 1855-1964	Coursework	Revision	

Intent				What new knowledge/content do we introduce?				
By the end of KS5 students are able to...		Year 12 Teacher 1	Year 12 Teacher 2	Year 13 Teacher 1	Year 13 Teacher 2	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?	
<ul style="list-style-type: none"> Produce extended written arguments that answer a question and evaluate competing arguments and interpretations. Analyse a range of historical sources, making inferences in relation to an enquiry and evaluating their reliability in the context of that enquiry. Explain the rise and fall of a range of West African kingdoms. Explain why England became a unified country and assess the role of different rulers and factors in leading to this outcome. Analyse how far Russia changed between 1855 and 1964, considering the political structure, the 	Autumn	African Kingdoms: Songhay	Alfred and the making of England: the Vikings and the creation of England.	Russia and its Rulers, 1855-1964	Coursework	<p>We are committed to offering a global history curriculum that shines a light on under-represented histories, fascinating and unfamiliar moments of our past and profoundly important turning points in world history. For example, the African Kingdoms paper gives pupils the opportunity to tackle Africa before decolonisation, enabling them to challenge the stereotypes of African history that have developed due to colonisation. The selection of three different eras (medieval, early modern, modern) ensures students gain a sense of the broad sweep of history, while still enabling them to gain in-depth knowledge. In doing so, they also encounter different kinds of history and historical sources, from the oral histories and archaeological sources of African history to early English manuscripts.</p>	<p>We go beyond the specification by:</p> <ul style="list-style-type: none"> Building in historical scholarship and reading even where it is not required (such as in African kingdoms and Alfred) to develop their knowledge and understanding of historical argument. Building evidential questions into the African Kingdoms course, though it is not required, to support the evidential work required in the Alfred paper and their coursework. Taking pupils outside of the classroom to visit artefacts and historical documents. 	
		African Kingdoms: Kongo	Alfred and the making of England: Alfred's "Renaissance" and King Edward	Russia and its Rulers, 1855-1964	Coursework			
	Spring	African Kingdoms: Oyo and Dahomey	Alfred and the making of England: Athelstan	Russia and its Rulers, 1855-1964	Coursework			
		African Kingdoms: Benin	Alfred and the making of England: Athelred	Russia and its Rulers, 1855-1964	Coursework			
	Summer	Russia and its Rulers, 1855-1964	Coursework	Revision	Revision			
		Russia and its Rulers, 1855-1964	Coursework	Revision	Revision			
	Rationale for this sequence	<p>We structure the course broadly chronologically so that pupils encounter the earlier topics first in order to strengthen their chronological frameworks. The Alfred and African Kingdom topics are also complementary in that they deal with the rise and fall of kingdoms, and the role of war, conflict and religion within this. Pupils are able to make connections between the courses. Students begin their coursework part way through the year so that they have sufficient time to complete it before exam board deadlines and so that they have already developed the skills of independent reading, argumentative writing and evidential analysis needed for support. Russia and its Rulers is taught at the end of the course, not only as the most modern, but as the most complex part of the course, both in a substantive and disciplinary sense.</p>						
	How does the KS5 Curriculum build on	<p>Since we have both internal and external candidates we cannot assume specific prior knowledge and use our initial lessons to assess and strengthen students' overview knowledge of British and world history.</p>						

<p>economy, the military and the relationship with surrounding states.</p>	<p>previous learning at KS4?</p>	<ul style="list-style-type: none">- The African Kingdoms course builds well on the KS4 curriculum because it draws on students' knowledge of early European empires from the Impact of Empire course work to make sense of the early impact of the slave trade.- The Alfred course draws on students' knowledge of early Saxon and Viking migration from the Migration to Britain KS4 course.- The Russian course draws on students' concepts of communism, capitalism, dictatorship, monarchy etc which they gain from KS3 and 4 history, in particular course such as American, 1918-1948 and International Relations in the 20th century.- Students at KS5 build on essay writing skills from KS4 – e.g. organising an essay thematically and ensuring there is a clear argument within the essay.	
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